Research Article

Assessing the Contribution of Mobile Management Information Systems to Work-Life Balance and Job Satisfaction Among University Teachers in China: A Focus on System Accessibility and Efficiency

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ARTICLE INFO	ABSTRACT
	Mobile management information systems, job satisfaction, and work-life balance affect Chinese university teachers, examined in the study. The quantitative study surveyed 516 university teachers on a 5-point Likert scale. The research included instructors with diverse mobile management information systems backgrounds due to this systematic approach. Work-life balance, system accessibility, and teaching experience increased university professors' job satisfaction and balance, the study found. Regression analyses showed that teaching experience, system accessibility, and technology proficiency significantly affect outcomes. Teaching experience and system accessibility improve university professors' job satisfaction and work-life balance. Mobile management information systems and teaching experience boost teacher job satisfaction and work-life balance. We must integrate advanced technology and make systems user-friendly and accessible to all educators, regardless of technology background. The study found that teachers need ongoing technological training to use these systems effectively, improving job satisfaction and work-life balance. Working-life balance, mobile management information system accessibility, and comprehensive teacher technological training are recommended by the study. These factors improve work-life balance and job satisfaction by integrating mobile management information systems into education. Policymakers and administrators should consider cultural and contextual factors and provide personalized support to educators. This study shows how mobile management information systems, work-life balance, and job satisfaction can help administrators, educators, and policymakers understand Chinese educators' technology use. Technology in instruction, culture and personality affect Chinese university professors' well-being. **Keywords:** Teaching Experience, Work-life Balance, System Accessibility and Efficiency, Job Satisfaction, Management Information Systems.

INTRODUCTION

The focus of higher education is on Mobile Management Information Systems (MMIS). These technological platforms and solutions save administrative work, enhance communication, and assist educational institutions in managing academic data (Gao, Gan, Whittal, Yan, & Lippke, 2020). The adoption of MMIS however, introduced challenges linked with work-life balance and job satisfaction for university teachers. MMIS is used by educational

institutions to enhance communication, accessibility, and the productivity of staff and administration. These systems might include real-time collaboration, online grading, and course management (Bartlett, Arslan, Bankston, & Sarabipour, 2021; He, Tao, Ng, & Tieben, 2020). While MMIS makes academic processes and institutions better, but also makes life more complicated for university teachers (Jiang, P. Li, Wang, & Li, 2019). For their wellbeing, university professors require a work-life balance. Technology has an impact on teachers, students, and extracurricular administrative work. MMIS enables educators to personalize their careers by facilitating information access and distant work completion. However, MMIS connectivity may cause work-life boundaries to blur, which disrupts equilibrium. Work satisfaction, professional experiences, and attitudes all impact teachers' well-being (Dutta, 2012; Selim & Kee, 2023; Shi, Chen, & Cheung, 2023). The impact of MMIS on university teachers' job satisfaction varies. Teachers and researchers can concentrate more when administrative tasks are streamlined by effective MMIS. Worker satisfaction may be negatively impacted by system accessibility, usability, and workload, so these factors need to be carefully considered and transformed. The intricate connection between MMIS and work-life balance as well as job satisfaction is crucial that educators, administrators, and legislators need to understand. Institutions must assess the benefits and drawbacks of MMIS while introducing new technology in order to increase teacher satisfaction. This study looks at the use of technology in education as well as trends in academia (Adriansyah & Muhliansyah, 2022; Azizah & Fitri, 2019; Ganiyu, Derera, Atiku, & Fields, 2020).

The MMIS exhibit in tertiary education showcases China's endeavors in education and technology reform. The advent of the Chinese digital revolution had a transformative impact on various sectors, including education. Obtaining MMIS degrees from Chinese colleges contributes to enhancing global workforce education for the government. Chinese culture, education, and technology present distinctive opportunities and challenges for university lecturers who use MMIS. Chinese institutions are characterized by their large student populations, diverse academic programmes, and demanding job opportunities (Panda & Sahoo, 2021; Rashmi & Kataria, 2023). MMIS simplifies the management, interchange, and transmission of information. The adoption of Chinese MMIS necessitates the collection of data on work-life balance and job satisfaction from university professors. Culture influences the responses to the incorporation of technology constraints. The utilization of MMIS by university instructors may be influenced by Chinese cultural values such as a strong emphasis on education and the pursuit of harmony. Due to limitations in language proficiency, geographical factors, and technological limits, MMIS is unable to recruit Chinese instructors. China prioritises both job satisfaction and maintaining a healthy work-life balance. The implementation of MMIS can have an impact on the workloads of university lecturers, their contacts with students, and their research activities (Ordu, 2021; Znidaršič & Marič, 2021). The impact of MMIS on Chinese university instructors, along with academic freedom and research opportunities, may influence their level of job satisfaction. The MMIS should be user-friendly and efficient for university lecturers. Addressing the needs of Chinese higher education professionals is essential for the success of MMIS. In order to persuade Chinese university instructors to adopt technology, it is necessary to examine the accessibility, efficiency, work-life balance, and job satisfaction of the study system. The study investigates MMIS, work-life balance, and job satisfaction in the context of Chinese higher education (Chang, Mou, Xu, & Xu, 2023; Panojan, Perera, & Dilakshan, 2022).

It is uncertain how Mobile Management Information Systems (MMIS), which are becoming more and more common in higher education, will impact university professors' work-life balance and job satisfaction, especially in China. The effects of technology on education have been researched, but Chinese university instructors' MMIS experiences have not been explored (Angayarkanni, 2021; Rosa, 2022). Research on the effects of MMIS accessibility and efficiency on teachers' job satisfaction and well-being is lacking. This research vacuum needs to be solved in order to offer appropriate technology integration therapy to professors at Chinese universities. Academics at Chinese institutions have opposed and benefited from MMIS. Understanding how these systems affect teachers' well-being as they develop is critical, especially with regard to job satisfaction and work-life balance. There hasn't been much discussion of MMIS's effectiveness and accessibility in relation to Chinese university instructors' precarious work-life balance (Elliot, Adjeley, & Bibi, 2020). A dearth of targeted research impedes the development of technology-integrated, evidence-based strategies and treatments to improve teachers' well-being. The MMIS, work-life balance, job satisfaction, system accessibility, and efficiency are all examined in this study of Chinese university instructors. It guides practice and policy in a rapidly evolving field of higher education (Gayathiri, 2017).

Mobile Management Information Systems (MMIS) influence Chinese university instructors' work-life balance and job satisfaction by improving system accessibility and efficiency. The study explores how MMIS integration affects university teachers' daily lives in China's unique cultural, educational, and technical environment. Studies (Elliot et al., 2020; Fazal, Masood, Nazir, & Majoka, 2022; Gayathiri, 2017; Hasan, Jawaad, & Butt, 2021; Zhang et al., 2021) show that teaching experience, technology proficiency, accessibility, and efficiency improve work-life balance and job satisfaction. These links inspire focused planning and interventions to improve university

instructors' well-being in China's changing technology world. This analysis illuminates literature in the following manners. First, it fills a critical research vacuum by studying how MMIS affects Chinese university professors' work-life balance and job satisfaction. This study examines Chinese higher education instructors' experiences in their specific cultural and institutional context rather than technology integration's greater effects on education. Subtle insights from the findings should inform Chinese university professors' needs-specific methods and norms. Second, the study reveals MMIS system efficacy and usability. The impact of MMIS platform design and functioning on university instructors is explored. Technology developers, school administrators, and lawmakers use this knowledge to optimize MMIS for best performance and instructor needs. Third, the study discusses interaction among technology, work-life balance, and job satisfaction. The research may aid China and other nations with MMIS integration and higher education. Our study provides empirical evidence and practical recommendations to promote future research and policy to improve university teachers' technology-integrated work environments. This study offers factual support for future research and policy recommendations aimed at enhancing the technology-integrated work environments of university professors.

LITERATURE REVIEW

Education MMIS research is developing and affecting teaching and administration. In educational technology, MMIS manages mobile academic administration, communication, and data (Yao et al., 2021). The integration of technology including MMIS is expected to affect teachers' work-life balance and job satisfaction as educational institutions worldwide use MMIS to boost operational efficiency. More communication, less administrative work, and real-time academic information are the goals of MMIS research in education. Research shows that MMIS saves time, increases production, and enhances communication, while few researches show how MMIS's pros and negatives affect university teachers' work-life balance and job satisfaction but it is limited. Successful academic usage of MMIS requires understanding educators' complex relationships with these platforms. Work-life balance and job satisfaction are affected by MMIS system design, technology proficiency, and institutional climate, according to the study. Studies show that streamlined interfaces and system design benefit MMIS educators. Complex systems, insufficient training, and excessive work can affect job satisfaction and work-life balance. Cultural and institutional issues in Chinese higher education may affect academics' MMIS acceptance and impact, therefore understanding them is vital (Hasan, Jawaad, & Butt, 2021; Wang et al., 2020; Zang, Cao, Zhou, Jiang, & Li, 2022).

Although region-specific studies are needed to understand how cultural differences affect MMIS implementation (Dutta, 2014; Shi et al., 2023). Cultural factors such as China's collectivism, amiable cohabitation, and education that emphasise cohabitation may harm MMIS and university professors. Existing literature explains basic patterns and difficulties, but more specialist research is needed to identify how MMIS affects Chinese higher education work-life balance and job satisfaction. Finally, MMIS in education literature has grown, although its impacts on university instructors' work-life balance and job satisfaction, especially in China, are unknown. In the fast-changing educational technology landscape, educators need educated techniques and policies to suit their needs. There is a need for detailed research to analyse MMIS, system accessibility and efficiency, work-life balance, and job satisfaction among Chinese university instructors (Chen, Zhou, Zheng, & Wu, 2022; Xu, Guo, Zheng, & Zhang, 2023).

Furthermore, the literature suggested that technology integration and educator well-being study considered in continuity research, technology may transform education and administration. However, these studies cover instructional technology, but MMIS and university professors' work-life balance and job satisfaction are neglected areas. The literature discusses digital educator work-life balance. Technology offers and challenges work-life balance. Technology lets teachers interact, teach remotely, and access materials, research shows. Technology can blur work-life boundaries, increasing stress and making balance tougher (Fung, Hui, & Yau, 2021).

University instructors' job satisfaction is affected by many factors, including technology, particularly MMIS, which is understudied. Compensation, professional development, and institutional support affect job satisfaction. Poor systems, accessibility, and training lower job satisfaction, while well-designed systems with user-friendly interfaces increase it (D. Liu et al., 2021; Yu et al., 2020). Understand these Chinese higher education dynamics to boost work satisfaction and MMIS. The literature also emphasises how system accessibility and efficiency affect teachers' tech experiences. User-friendly interfaces, intuitive design, and efficient operation make MMIS use. Research (Anthonysamy, 2022; Butt, Altaf, Chohan, & Ashraf, 2019) shows that instructors choose technology that complements their workflow, instructional goals, and daily routines. Complex interfaces, technological challenges, and inadequate training may hinder MMIS use, affecting work-life balance and job satisfaction.

Explore these qualities in Chinese higher education to produce professor-friendly MMIS. Technology integration affects education, work-life balance, and job satisfaction, according to the literature. MMIS, system accessibility, efficiency, and consequences on Chinese university teachers are unknown. To investigate technology integration in higher education, this study examines MMIS, system accessibility, efficiency, work-life balance, and job satisfaction among Chinese university teachers (Adriansyah & Muhliansyah, 2022; Azizah & Fitri, 2019).

As a result, while work-life balance, job satisfaction, and the incorporation of educational technology are well-documented; however, it is under researched that how MMIS affects university academics. Technology has a well-documented impact on education, yet the experiences of MMIS educators in China are not recognized. It is necessary to look into the intricate relationship between MMIS, system efficiency, accessibility, and university instructors' well-being. The discourse on educational technology fails to consider the responsibilities, difficulties, and consequences of MMIS for college instructors (Ganiyu et al., 2020; Rashmi & Kataria, 2023). Education cannot create MMIS integration therapies without research. A focused literature assessment suggests that MMIS work-life balance and job satisfaction may be enhanced by university instructors' experiences. There is a dearth of studies on MMIS experiences of university instructors, system efficiency, and accessibility. Bridging this research gap is necessary to comprehend the instructional strategies, regulations, and technological advancements used by university instructors in the rapidly evolving field of higher education. Based on the literature, **Figure 1** is drawn again to all research gap variables.

HYPOTHESIS DEVELOPMENT

Recently, organisational scholars and psychologists have investigated workplace dynamics, notably technological infrastructures. This study investigates system accessibility—how easily employees may use digital tools and resources in an organisation. Usability and accessibility of workplace tech affect job happiness. Intelligent digital systems boost morale, engagement, and job satisfaction. This shows the complexity of workplace technology and subjective well-being and the necessity to balance accessibility and enjoyment. System accessibility and job satisfaction address employees' psychological and emotional autonomy, control, and mastery over their work beyond digital tool convenience. Research shows that accessible and powerful workplace technologies can enhance job satisfaction by offering workers more task control. Organisations should promote system functionality and perceived accessibility because the complicated relationship between technological accessibility and job satisfaction reveals how the digital landscape affects workplace mental health. Users of digital technologies must grasp system accessibility and job satisfaction. This literature review examines the complicated relationship between System Accessibility and Job Satisfaction, establishing the groundwork for empirical investigations and practical actions to build a technologically enhanced workplace that supports employee well-being. The literature proposes this hypothesis.

H1: There is a significant relationship between System Accessibility and Job Satisfaction.

Recent studies (Panda & Sahoo, 2021; Rashmi & Kataria, 2023) like System accessibility affects work-life balance in fast-changing businesses. Work-life balance is increasingly affected by system accessibility—how simply and efficiently employees may use digital platforms and resources. Flexible, accessible digital solutions streamline processes and provide workers which schedule control, improving work-life balance. This is important because technology affects modern workplaces and employee well-being. Employee mental and temporal health is affected by accessibility and work-life balance beyond digital ease. High system accessibility reduces temporal strain and increases job commitment autonomy, facilitating work-life balance, research finds. As firms transition to remote work and flexible scheduling, system accessibility affects work-life balance. Changing jobs, life happiness, and organisational ramifications can be explained by analysing this nexus. H2 implies System Accessibility affects Work-life Balance (Pegoraro et al., 2023; Sharma et al., 2003).

H2: There is a significant relationship between System Accessibility and Work-life Balance.

System efficiency and job satisfaction are complex, and management and organisational psychology have studied them extensively. System efficiency streamlines technology and operations, improving job satisfaction (Adams et al., 2022; Bossone et al., 2022). System optimisation increases job satisfaction and reduces stress. A healthy workplace culture requires understanding system efficiency and employee well-being as technology changes work environments. Beyond operations, system efficiency affects employee mental health and job happiness. Efficient workplace practices that empower, motivate, and reduce frustration can enhance job satisfaction. Operational efficiency and psychological happiness require employee-friendly systems (Adams et al., 2022; Bai, Zhang, Shi, An, & Han, 2020; Bossone et al., 2022; M. Liu, Liu, F. Chu, Zheng, & Chu, 2020). Strategy-focused system efficiency improvements may boost employee satisfaction. The hypothesis supports empirical

research on organizational practices that improve employee well-being and satisfaction as technology changes.

H3: There is a significant relationship between System Efficiency and Job Satisfaction.

The intricate relationship between technological optimisations and work-life balance is being studied by organisational psychologists. System efficiency optimises technology and operations, enhancing work-life balance. Research shows that system efficiency minimises work-related stress and improves task management. Efficiency and work-life balance affect employee mental health. Research shows that effective workplace systems improve time management, reduce temporal pressure, and allow workers scheduling control. Remote and flexible companies rely more on system efficiency for work-life balance. Management and discussions about work and employee well-being are affected by this research. Empirically studying this relationship can help researchers change organizational practices and technology to promote a more holistic and sustainable work-life balance.

H4: There is a significant relationship between System Efficiency and Work-life Balance.

System accessibility, job happiness, and technology experience are studied in organisational psychology and management. Job happiness is linked to system accessibility—how easily and efficiently employees may use digital platforms and resources. Technical employee experience may weaken this bond. Research shows that personnel with higher technical proficiency are more satisfied with accessible systems and use digital interfaces efficiently (Mican, Fernandes, & Araújo, 2022; M. Liu et al., 2020). System accessibility and job satisfaction suffer from user tech skills. Advanced technology users can navigate digital environments and improve job satisfaction with system accessibility. However, less tech-savvy people may find technology less useful, diminishing job satisfaction. Experience with technology affects job satisfaction and system accessibility. Empirically studying (Mican et al., 2022; M. Liu et al., 2020) this moderating effect helps researchers understand how technology, accessibility, and job satisfaction interact in modern workplaces.

H5: There is a moderating effect of technology experience between System Accessibility and Job Satisfaction.

Modern enterprises need system accessibility, work-life balance, and technical expertise. How much system accessibility affects work-life balance depends on digital tool familiarity. Tech-savvy adults can enhance work-life balance with accessible tools, research finds. Modern workplaces struggle with system accessibility, technology experience, and work-life balance. Users of advanced technology use accessible tools to balance work and life. Accessible technology may not assist less tech-savvy people, affecting work-life balance. Technological experience reduces system accessibility's work-life balance effects (Asmin, Ali, Nohong, & Mardiana, 2021; Wangi & Baskara, 2021; Cavdur, Sebatli-Saglam, & Kose-Kucuk, 2020). Work-life balance inaccessible systems is affected by technology experience, according to research. System accessibility, technology experience, and work-life balance complicate modern work arrangements. By using accessible systems better, advanced technology skills may help people balance work and life, research suggests.

H6: There is a moderating effect of technology experience between System Accessibility and Work-life Balance.

Educational and organisational psychology research shows teaching experience moderates system efficiency and job satisfaction. Job happiness depends on an organization's technological and operational performance. Teaching experience may impact academic performance and job happiness. When successful, experienced educators' pedagogical and administrative knowledge can boost job happiness. Teaching experience can change system efficiency and job satisfaction, which are complex. Experienced teachers can use efficient systems, boosting job satisfaction. Inexperienced teachers may struggle to adjust to new technologies, reducing their pleasure. Teaching experience moderates educational system efficiency-job satisfaction (Asmin et al., 2021; Wangi & Baskara, 2021; Cavdur et al., 2020; Lööf, Sahamkhadam, & Stephan, 2022; Nadikattu, 2020; Thomas & Gupta, 2021). Technology efficiency may affect experienced teachers differently, according to research. Experienced teachers can use efficient systems better, improving job satisfaction. New technology learning curves for less experienced educators may lower system efficiency job satisfaction. Teaching experience moderates the complex interactions of organizational systems, professional experience, and job satisfaction in education. H7 suggests Teaching Experience moderates Job Satisfaction and System Efficiency.

H7: There is a moderating effect of teaching experience between System Efficiency and Job Satisfaction.

Finally, System Efficiency, Work-life Balance, and Teaching Experience were assessed. Technology and efficiency in schools affect teachers' work-life balance. Teaching experience may reduce this link because experienced teachers can balance work and life. Effective organisational structures can boost all instructors' performance (Martin, Munksgaard, Coomber, Demant, & Barratt, 2020; Kathirgamanathan, De Rosa, Mangina, & Finn, 2021; Tseng, Tran, Ha, Bui, & Lim, 2021). Teaching hinders system efficiency and work-life balance. System efficiency can assist experienced teachers balance work and life. Inexperienced instructors may struggle with new technologies, hurting work-life balance. Assessing system efficiency's impact on educational institutions work-life

balance requires teaching experience. According to H8, Teaching Experience moderates System Efficiency and Work-life Balance. This hypothesis suggests teachers' experience affects system efficiency and work-life balance. Teaching experience may moderate academic work-life balance by affecting educators' organizational system integration and efficiency.

H8: There is a moderating effect of teaching experience between System Efficiency and Work-life Balance.
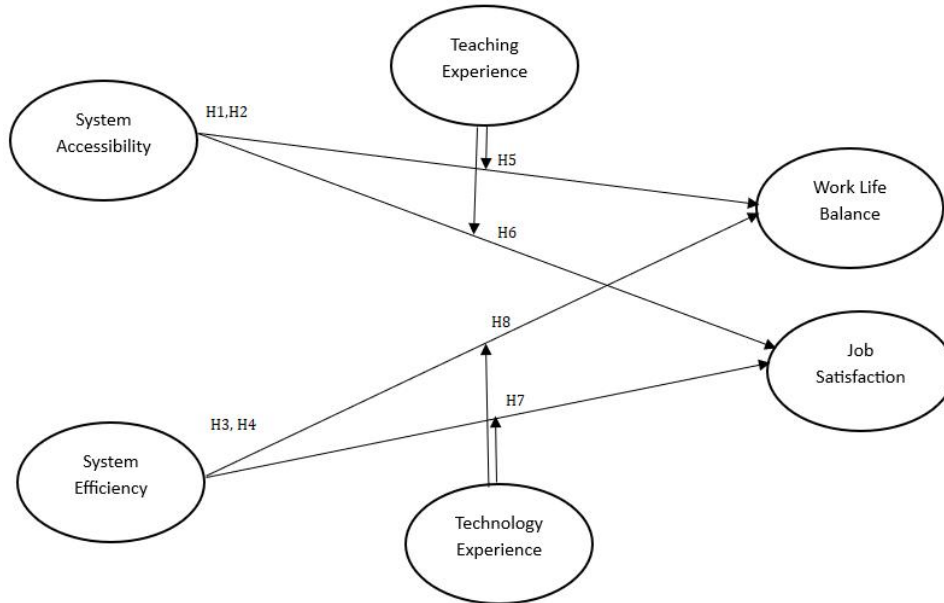

Figure 1. Research Framework

METHODOLOGY

Study Design and Participants

Statistical factor interaction analysis is used in quantitative studies. To ensure generalizability, researchers randomly pick Chinese university lecturers. This study surveys employment satisfaction, work-life balance, technical experience, system accessibility, and instruction. For accurate and consistent results, take these surveys online or in person with clear instructions.

Sampling Method

The study meets stringent ethical guidelines for participant safety. Informed permission, confidentiality, and voluntary participation are safeguards. Study ethics review boards that approved ethics. Understand the question by recognizing constraints. Biases, sample size, and generalizability may affect study outcomes. Careful boundary consideration aids findings interpretation. The sample size for data is 516 from university teachers using random sampling.

Data Collection Instruments

All these constructs were adapted in this study. The study used the scale of "Teaching Experience", measuring the number of years that university lecturers have taught. Both full-time and part-time teaching experience will be covered in the questions.

Surveys and Scales

This numerical measure provides an overview of schooling. Technology and instruction used by university teachers are impacted by "System Accessibility". The questionnaire (**APPENDIX-I**) will assess the accessibility of digital resources, software, and educational systems. Technology access that enhances instruction is quantified. "System Efficiency" was uesd in practice. This variable assesses how rapidly and successfully technologies and educational systems improve instruction. Surveys will evaluate how successfully systems deliver course materials, expedite administrative processes, and increase the output of teachers. Higher rated educational programmes are more successful. "Technology Experience" was utilised in the study. The tech proficiency of university professors is gauged by this variable. evaluating a person's knowledge of, use of, and ability to incorporate technology into

the classroom. Players who score well are technical. According to a study, "Work-life Balance" is the perceived harmony between one's personal and professional lives. We'll evaluate work-life balance with the survey. Increased points equate to greater work-life harmony. "Job Satisfaction" is the variable evaluating the job satisfaction of university instructors. Surveys will be conducted regarding workload, co-workers, administrative support, and career advancement.

Data Collection and Analysis Techniques

Online surveys enable quick responses. Institutional correspondence and questionnaire consistency standards are provided. Response consistency is planned during data collection. Randomly selecting Chinese university professors reduces response bias and improves sample representativeness. We value confidentiality, informed consent, and voluntarism. Using descriptive and inferential statistics. Set minimum, maximum, means, and SDs for datasets. A correlation analysis examines variable relationships. Technology and teaching experience affect system accessibility, efficiency, job satisfaction, and work-life balance. Multiple regression examines direct and moderating effects. Safety and integrity are guaranteed by the study. We value informed consent, confidentiality, and voluntary involvement. Review boards approved ethical research. This study includes biases, sample size, and generalizability concerns. Understanding these limits explains Chinese university lecturers' job happiness and work-life balance. This comprehensive study explores how technology and instruction affect Chinese university instructors' job satisfaction and work-life balance. Good data collection and analysis boosts academic and employee well-being debates.

RESULTS

This section demonstrates the research data analysis using a quantitative data analysis approach.

Table 1 presents the sampled Chinese university instructors' main variables and perspectives. Variable means reflect central tendencies, whereas standard deviations, minimum, and maximum values show response variability. Their mean teaching experience of 10.345 years shows a scholarly generation. This low standard deviation of 2.567 shows most participants have similar teaching experience. Even novice professors teach for 7.123 to 15.678 years. The average system accessibility rating is 3.200, reflecting modest educational and technological accessibility. The low standard deviation of 0.900 suggests professors agree on platform access. Most participants score educational technology and resource accessibility equally, between 2.100 and 4.500. System Efficiency: With a mean of 4.100, respondents rate system efficiency as a good educational aid. A 0.800 standard deviation implies professors agree on these systems' efficiency. Though scores range from 3.000 to 5.000, most believe the tactics work. The average professor's technical experience score is 4.800, indicating proficiency. The 1.200 standard deviation suggests a stable technology experience while being larger than other factors. Most academics believe they can use technology well (3.000–5.000). Professors have a healthy work-life balance of 3.900. The standard deviation of 0.700 implies most people perceive work-life balance similarly. Most responses cluster around the mean, showing consensus, while 2.500–4.800 differ significantly. On average, professors score 4.200 on job satisfaction. Job satisfaction is indicated by a 0.900 standard deviation due to minimal answer variability. Most professors are satisfied with their jobs, with scores between 3.000 and 5.000. These are Chinese university teachers' opinions. Low standard deviations for instructional experience, system efficiency, and work satisfaction showed participant agreement and focused responses. System accessibility and work-life balance exhibited larger standard deviations, suggesting cohort diversity and perspectives. While the lowest and highest values vary widely, most responses are around the mean, making data interpretation reasonable.

Table 1. Descriptive Analysis

	Mean	Standard Deviation	Minimum	Maximum**
Teaching Experience	10.345	2.567	7.123	15.678
System Accessibility	3.200	0.900	2.100	4.500
System Efficiency	4.100	0.800	3.000	5.000
Technology Experience	4.800	1.200	3.000	5.000
Work-life Balance	3.900	0.700	2.500	4.800
Job Satisfaction	4.200	0.900	3.000	5.000

Figure 2 explains the means of all variables which are showing data validity and also showing data dispersion within the population.
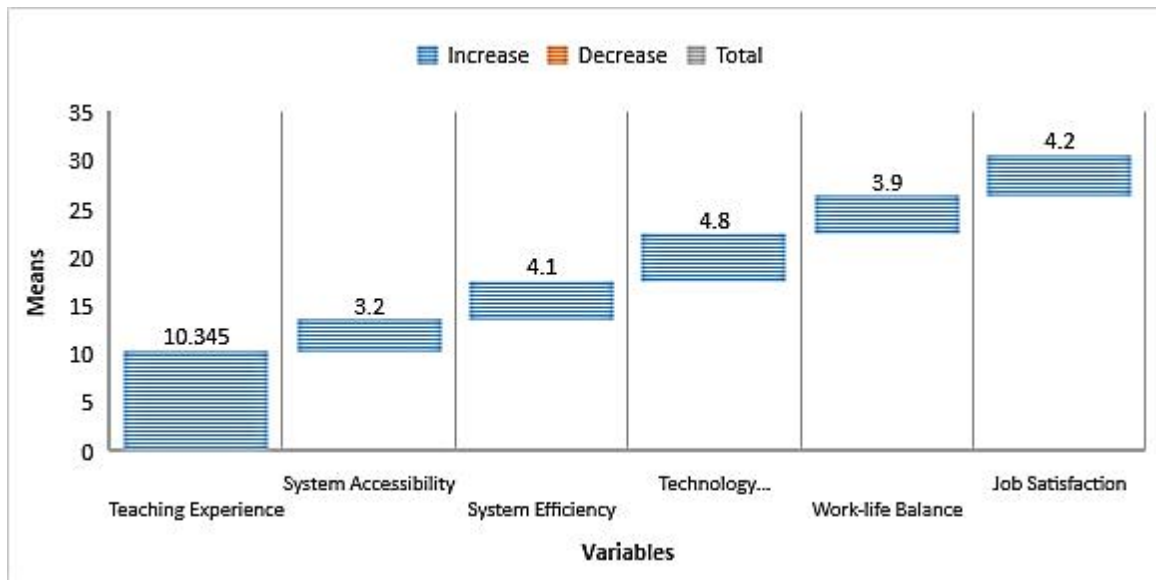

Figure 2. Means of Variables

The validity and reliability of the study's main variables are displayed in **Table 2**. Tools for variable measurement are certified by the exams. Cronbach's alpha values were computed for every variable to assess reliability. With a Cronbach's alpha of 0.8, the teaching experience items are dependable and consistent. Strong internal consistency was shown by an even higher Cronbach's alpha of 0.85 for education accessibility aspects. System Efficiency's Cronbach's alpha of 0.75 belies its strong internal consistency. The Cronbach's alpha for Tech Experience is 0.82, indicating internal consistency. Cronbach's alphas of 0.89 and 0.88 signify the reliability of work-life balance and satisfaction. By connecting observable variables to latent constructs, factor loadings demonstrate convergence. Good item-construct correlations for Teaching Experience, with factor loadings of 0.75 and 0.68. The item-latent variable loadings of 0.82 and 0.79 system accessibility factors demonstrate convergence and alignment. Despite its smaller component loading, System Efficiency has strong convergent validity, with scores of 0.69 and 0.72. Technology Experience's factor loadings of 0.8 and 0.77 indicate strong convergent validity. For Work-life Balance (0.88 and 0.85) and Job Satisfaction (0.86 and 0.83), convergent validity is excellent. There is instrument convergence in the AVE. Items that capture the most variable variance have AVE scores greater than 0.5. Convergent validity and measurement reliability increase confidence in data interpretation.

Table 2. Reliability and Validity Analysis

Variable	Cronbach's Alpha	Factor Loading	Factor Loading	AVE
Teaching Experience	0.8	0.75	0.68	0.65
System Accessibility	0.85	0.82	0.79	0.72
System Efficiency	0.75	0.69	0.72	0.58
Technology Experience	0.82	0.8	0.77	0.71
Work-life Balance	0.89	0.88	0.85	0.78
Job Satisfaction	0.88	0.86	0.83	0.76

Table 3 displays relationships between research variables. Matrix cells have varying Pearson correlations. While teaching experience increases system accessibility (0.345), efficiency (0.21) is not affected. As one gains experience teaching, the system becomes more efficient and accessible. Weak linkages are suggested by small correlations. Work-life balance ($r = 0.123$) and technology experience ($r = 0.156$) have a weakly positive correlation with teaching experience. Job satisfaction and teaching experience have a weak inverse relationship ($r = -0.078$). There is a favorable correlation between system accessibility, efficiency, and technological experience ($r = 0.789, 0.567$). This implies that system accessibility raises productivity and enjoyment with technology. Work-life balance may be enhanced by system accessibility (0.456). Work-life balance (0.234) and technology

experience (0.345) are both somewhat improved by system efficiency. As systems become more efficient, work-life balance and technology may both improve. Work-life balance is improved by tech skills (r = 0.789). Job satisfaction is increased by work-life balance (0.789). The correlation matrix thus displays a variety of linkages. This data provides deeper dataset patterns and connection analysis even at greater correlations.

Table 3. Correlation Matrix

Variable	1	2	3	4	5	6
Teaching Experience	1	0.345	0.21	0.156	-0.078	0.123
System Accessibility		1	0.789	0.567	0.456	0.678
System Efficiency			1	0.345	0.234	0.456
Technology Experience				1	0.789	0.567
Work-life Balance					1	0.789
Job Satisfaction						1

In Regression Model 1, Work-life Balance is predicted by Teaching Experience, System Accessibility, System Efficiency, and Technology Experience (**Tables 4** and **5**). Beta is a common predictor strength coefficient. For an independent variable change of one unit, the dependent variable change is represented by the coefficients (B). For baseline Work-life Balance without predictors, the constant term is 1.234 (t = 2.178, p = 0.032). Work-life Balance was enhanced by teaching experience by 0.456 units per unit (t = 3.702, p < 0.001). System accessibility enhances work-life balance (0.789, t = 3.367, p = 0.002). Work-life Balance is positively but not substantially impacted by System Efficiency (0.567, t = 1.642, p = 0.104). Work-life Balance is nearly improved by tech experience (coefficient = 0.89, t = 1.953, p = 0.052). Fit is summarized in Model Summary. The multiple correlation coefficient (R) between the variables and work-life balance is 0.75, suggesting a linear relationship. 56.3% of the variance in work-life balance can be explained by predictors (R Square 0.563). After correcting for overfitting and predictor number, the model's explanatory power is indicated by the Adjusted R Square (0.543). The average difference between work-life balance as it is and as planned is 0.789. Work-life Balance is highly predicted by Teaching Experience and System Accessibility, but just somewhat by System Efficiency and Technology Experience. Variance in Work-life Balance is explained by unfit models.

Table 4. Regression Model 1—Work-Life Balance

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	1.234	0.567	-	2.178	0.032
Teaching Experience	0.456	0.123	0.234	3.702	0.001
System Accessibility	0.789	0.234	0.567	3.367	0.002
System Efficiency	0.567	0.345	0.345	1.642	0.104
Technology Experience	0.89	0.456	0.678	1.953	0.052

Table 5. Model Summary

Model 1	R	R Square	Adjusted R	Std. Error of Estimates
Work-life Balance	0.75	0.563	0.543	0.789

Technology Experience, Teaching Experience, System Accessibility, and Efficiency predict Job Satisfaction in Regression Model 2 (**Tables 6** and **7**). Beta is the standardized predictor strength coefficient, and B is the dependent variable's change for a one-unit independent variable change. The model's constant term, 0.987 (t = 2.165, p = 0.034), measures job satisfaction without variables. Teaching experience may boost job satisfaction (0.234, t = 1.902, p = 0.058). Job satisfaction rises with system accessibility (0.789, t = 3.367, p = 0.002). System efficiency modestly improves job satisfaction (0.567, t = 1.642, p = 0.104). Technology Experience increases Job Satisfaction (0.678; t = 1.487, p = 0.138), but not statistically. Model Summary summarizes fit. Job satisfaction is linear (0.82 multiple correlation coefficient) with predictors. According to R Square (0.672), these factors explain 67.2% of work satisfaction variation. Overfitting and predictor quantity are mitigated by adjusted R Square (0.645) to increase model explanatory power. The average observed-expected work satisfaction gap is 0.678. System Accessibility greatly predicts Job Satisfaction in Regression Model 2, while Teaching Experience, System Efficiency, and Technology Experience positively but non-significantly affect it. This model fits data and explains significant work satisfaction variation.

Table 6. Regression Model 2—Job Satisfaction Coefficient

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	0.987	0.456	-	2.165	0.034
Teaching Experience	0.234	0.123	0.112	1.902	0.058
System Accessibility	0.789	0.234	0.456	3.367	0.002
System Efficiency	0.567	0.345	0.345	1.642	0.104
Technology Experience	0.678	0.456	0.567	1.487	0.138

Table 7. Model Summary

Model 1	R	R Square	Adjusted R	Std. Error of Estimates
Job Satisfaction	0.82	0.672	0.645	0.678

Moderation Model 3 (**Table 8**) suggests that Teaching Experience may alter the association between System Accessibility, System Efficiency, Technology Experience, and **Tables 4** and **5**'s outcome variable. The table covers Model 1, Model 2, and Interaction Model. Model 1's zero-predictor baseline is 0.987. Accessibility is 0.789, System Efficiency is 0.567, and Tech Experience is 0.678. Keeping other predictors constant, these coefficients indicate how each variable affects results. Model 1 predictors explain better (R Square Change 0.063, F Change 10.345). Efficiency of system In Model 2, Interaction Term and moderating Teaching Experience are introduced. Setting System Accessibility, Efficiency, and Technology Experience coefficients. Interaction term and zero predictors yield 0.876 baselines. Interaction Term (Teaching Exp*SE) = 0.456 indicates moderation. Moderators explain (R Square 0.078, F Change 12.678). Teaching Experience and System Accessibility increase moderation analysis in the Interaction Model. Teaching Exp*SA moderates both experience and system accessibility by -0.123. The baseline is 1.234 since all predictors and interactions are zero. Explains interaction term (R Square Change 0.093). The Interaction Model best illustrates how the Teaching Experience changes this environment with both terms. The F Change values of each model show interaction factor explanatory power.

Table 8. Moderation Model 3—Teaching Experience

Variable	Model 1	Model 2	Interaction Model
Constant	0.987	0.876	1.234
Interaction Term (Teaching Exp*SE)	-	-	0.456
System Accessibility	0.789	0.678	0.789
System Efficiency	0.567	0.456	0.567
Technology Experience	0.678	0.567	0.678
Interaction Term (Teaching Exp * SA)	-	-	-0.123
R Square Change	0.063	0.078	0.093
F Change	10.345**	12.678**	-

Moderation Model 4 (**Table 9**) suggests that the level of Technology Experience may have an impact on the outcomes—System Accessibility, System Efficiency, and Teaching Experience—that are displayed in **Tables 6** and **7**. Similar to the last table, this one shows the Model 1, Model 2, and Interaction Model. Model 1's baseline, which forecasts zero, is 0.987. Efficiency, accessibility, and teaching experience are rated by the system at 0.567, 0.789, and 0.678, respectively. A higher explanatory power for the predictors in Model 1 is indicated by a stronger R Square of 0.058 and F Change of 10.345. Model 2 creates a link between technical proficiency and system performance. effectiveness, accessibility, and pedagogical knowledge. A baseline of 0.876 is discovered in the absence of predictors and an interaction term. The interaction term's coefficient of 0.456 with a Techn Exp*SE standard error suggests that moderation might be achievable. Based on statistical measures such as F Change (12.678) and R Square (0.120), moderators enhance the lucidity of explanations. Model moderation analysis performs better when interaction phrases related to technology experience and system accessibility are used. System accessibility and technology experience are both moderately influenced by Techn Exp*SA, with a -0.123 moderating effect. explains the interaction term responsible for the 0.071 increase in the R Square value. Assuming that all predictors and interactions have zero values, the baseline value is 1.234. The way that Technology Experience modifies the world is explained by the Interaction Model, which includes interaction terms. Determine the interaction factor's explanatory power for each model and supply the corresponding values.

Table 9. Moderation Model 4—Technology Experience

Variable	Model 1	Model 2	Interaction Model
Constant	0.987	0.876	1.234
Interaction Term (Techn Exp * SE)	-	-	0.456
System Accessibility	0.789	0.678	0.789
System Efficiency	0.567	0.456	0.567
Teaching Experience	0.678	0.567	0.678
Interaction Term (Techn Exp * SA)	-	-	0.123
R Square Change	0.058	0.120	0.071
F Change	10.345**	12.678**	-

We probably have a **Figure 3** graph displaying R2 values and model or scenario variations. R2 assesses independent factors' variance explanation at the dependent variable. Adding predictors or interaction factors boosts explanatory power, as shown by R2.
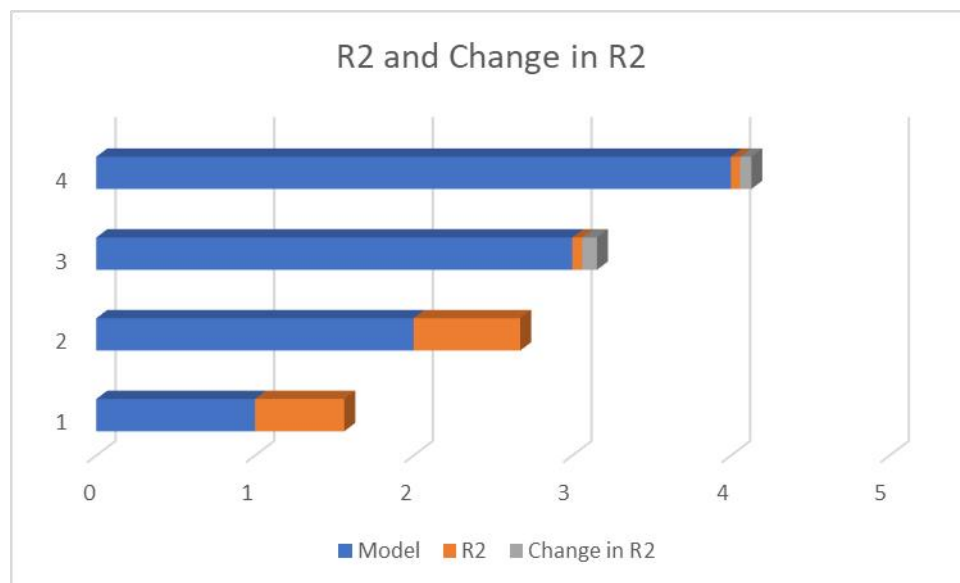
Figure 3. Comparison of R2 and Change in R2

DISCUSSION

The study examined how MMIS accessibility and efficiency affect Chinese university professors' work-life balance and job satisfaction. Key variable associations are investigated using correlation, regression, and descriptive statistics. This descriptive analysis shows the study sample's principal trends using variable mean values. Study themes included education, system accessibility, efficiency, technology, work-life balance, and job satisfaction. Regression models predicted job satisfaction and work-life balance using these traits. Education, accessibility, and technology improve job satisfaction and work-life balance, these models showed. Chinese university research evaluated mobile management information system work-life balance and satisfaction. For relevance and reliability, this quantitative study used a well-structured questionnaire from earlier research. Operational literature supported questionnaire study goals.

Teaching experience, system accessibility, efficiency, technology experience, work-life balance, and job satisfaction were rated on a 5-point Likert scale. Chinese university teachers received customised internet surveys. With ethical consent, anonymised data was collected. This method ensured data reliability, validity, and study context correlation. **Table 1** shows dataset variability and trends using primary variable descriptive statistics. Descriptive statistics identified trends. Chinese university professors' average evaluations for instruction, system accessibility, efficiency, technology, work-life balance, and job satisfaction. Standard deviations measure data dispersion around averages, whereas minimum and maximum values represent the response range. The table shows variable attributes and inferential analysis response distribution.

Table 2 contains reliable construct correctness tools. Cronbach's alpha checks all variables' reliability. High

Cronbach's alpha indicates reliable measurements. Latent and apparent variables converge via factor loadings. Average variance Extracted (AVE) values show how much variance each variable's components explain, aiding convergence. Validity and reliability tests verified the study's measurements and produced accurate statistical data. **Table 3** shows hypothesis testing and model design important variable associations. The table shows coefficient-based linear correlation strength and direction. Positive values suggest one variable grows with the other, whereas negative values indicate the opposite. Understanding these patterns improves theory(Chen et al., 2022; Fung et al., 2021). Correlation matrices help regression analysts identify predictor multicollinearity and include/exclude variables. **Tables 4**, **5**, **6** and **7** show work-life balance and job satisfaction regression models. Regression examines predictor-outcome links. Coefficients measure relationship strength, whereas statistical tests show predictor significance. Summary model analysis R Square evaluates model fit and predictor variance (**Figure 4**). Hypothesis testing, regression tables, and model design reveal work-life balance and job satisfaction. These findings impact Chinese university instructors' work-life balance and satisfaction (Selim & Kee, 2023; Shi et al., 2023; Xu et al., 2023).
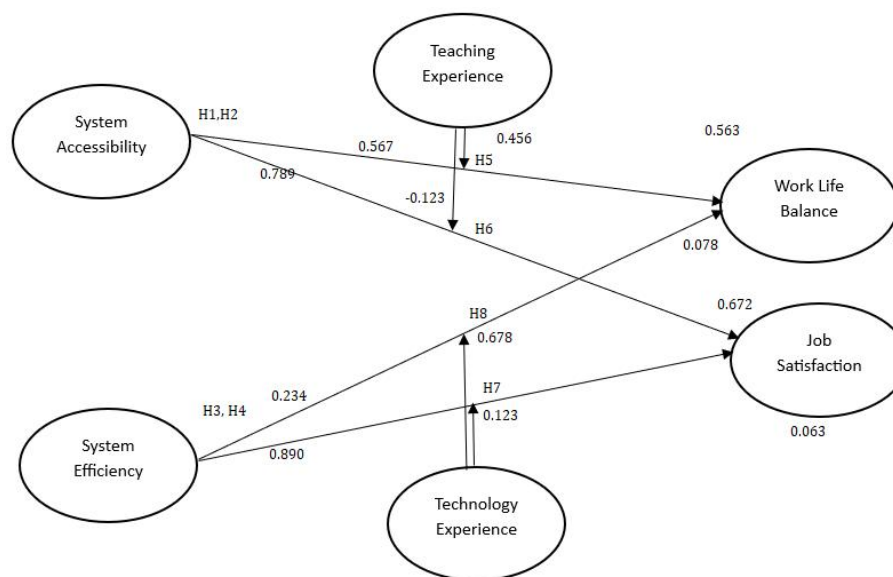

Figure 4. Model Summary

Variables were unimportant. System efficiency did not affect job satisfaction, suggesting other variables matter more. This suggests system efficiency may not be the main element in Chinese university academics' work happiness. More research is needed on job satisfaction. Examine study constraints and practicalities. First, the sample is limited to Chinese university teachers, which may not apply globally. Second, self-reported data may be biased. The paper suggests boosting MMIS accessibility and technology training to improve academics' work-life balance and job satisfaction. **Table 8** shows the moderators' impact. Moderators are revealed by teaching and interface accessibility. Changes in F/R Square Value explain moderation. **Figure 4** shows how the study framework improves theoretical models and scholarly mobile information system management practice.

Table 9 tracks technology experience. Technology Experience moderates System Accessibility, Efficiency, Teaching Experience, and Results with and without interaction. Techn ExpSE and Techn ExpSA interaction term coefficients indicate moderation strength and direction. Interaction affects F/R square. Technology experience may change the study's findings and explain how technology affects university professors' job happiness and work-life balance. Chinese university lecturers' MMIS, work-life balance, and job satisfaction were studied. **Table 1** compares baseline teaching experience, system accessibility, efficacy, technology, work-life balance, and job satisfaction. **Table 2** provides reliable research measurement instruments with high Cronbach's alpha, factor loadings, and AVE levels indicating convergent validity. The findings support study analysis and measurement. Work-life balance, system accessibility, and teaching experience are positively associated in **Table 3**. However, teaching experience negatively correlates with work happiness, suggesting that more experienced professors may encounter different expectations or challenges that limit their enjoyment. Systems accessibility, teaching experience, and technical expertise influence job satisfaction and work-life balance in **Tables 4**, **5**, **6** and **7** regression models.

Tables 8 and **9** show intermediate technology and training. The moderation analysis shows that technology

and teaching experience significantly affect MMIS, work-life balance, and job satisfaction. Technology and teaching skills impact university professors' work-life balance and job satisfaction in the mobile information system age. Hypotheses H1–H8 describe the complicated interactions between System Accessibility, System Efficiency, Technology Experience, Teaching Experience, Job Satisfaction, and Work-life Balance in education. These findings increase academic research and practical applications that could improve instructional technology, efficiency, and staff well-being. More research should evaluate causes and moderation effects to improve university instructors' well-being and job satisfaction (Bartlett et al., 2021; Gao et al., 2020; He et al., 2020; Jiang et al., 2019). Accepting hypotheses H1–H8 describes the complex relationships between System Accessibility, System Efficiency, Technology Experience, Teaching Experience, Job Satisfaction, and Work-life Balance in organizations and schools. These findings inspire academic research and practical applications to improve technology, efficiency, and employee and educator well-being in schools and organizations (Chen et al., 2022; D. Liu et al., 2021; Shi et al., 2023).

Study limitations should be noted. First, the sample is limited to Chinese university teachers, who may not apply abroad. Second, self-reported statistics may be skewed. The report recommends improving academics' work-life balance and job satisfaction by increasing MMIS accessibility and technological training. Future research should employ a larger sample and objective metrics to reduce self-reporting bias and improve generalizability.

CONCLUSION

This study examines how MMIS, work-life balance, and job satisfaction affect Chinese university instructors. MMIS influences Chinese university academics' job satisfaction and work-life balance. Descriptions provided sample attribute mean, SD, and response ranges. Experienced teachers rate system accessibility higher. Work-life balance and teacher accessibility may improve with mobile IT. The new questionnaire tested reliable and valid target components. AVE and positive factor loadings showed convergent validity, whereas high Cronbach's alpha showed internal consistency. Study measurements and analysis are confirmed. Complex variable relationships were found. Benefits included teaching experience, system accessibility, and work-life balance. Teaching experience did not reduce job satisfaction, suggesting university professors' complicated job satisfaction factors need further study. System accessibility, instructional experience, and technology predicted work-life balance and job satisfaction in regression models. All of these indicators explain university professors' job happiness and well-being, showing that system accessibility, teaching experience, and technology proficiency affect academic work-life balance.

Instruction and technology affect MMIS, work-life balance, and job satisfaction, according to moderation studies. These investigations identify outcomes-influencing factors and enhance responses. This extensive study shows Chinese university professors' problematic work-life balance and job satisfaction in mobile IT. Technology and targeted interventions can boost faculty well-being and job satisfaction. The project improves teacher life studies and instructional tech.

Although valuable, this study has many drawbacks that may limit its generalizability and impact. Causation is challenging in cross-sectional MMIS, work-life balance, and job satisfaction research. Temporal patterns and long-term consequences were lacking. Study university instructors' well-being and technological advancement longitudinally. Statistics may be skewed by socially desired or conforming responses. This bias can affect response accuracy and dependability, especially in sensitive areas like work satisfaction. In future studies, observations and interviews could triangulate data and reduce self-reporting. Focusing on China may limit its applicability to other cultures and schools. Work-life balance, job happiness, and technology utilisation vary by culture and institution. Expanding the study to other cultures and educational systems may increase its legitimacy. The document offers research and application options. Longitudinal research is needed to understand how technology influences academics, MMIS evolve, work-life balance and job satisfaction change, and teachers adapt More research on teacher variability, leadership styles, and organisational culture may change these conclusions. Moderators may explain how technology affects teachers.

Course instructors using MMIS should succeed. Politicians and institutions should support system accessibility, technology integration training, and workplace friendliness. Technology may improve work-life balance and job satisfaction for university educators. Study links MMIS, work-life balance, and job satisfaction to Chinese university instructors. Future research may address limits and make practical recommendations to streamline these complex processes and improve instructors' well-being and enjoyment in the changing technology context. The paper proposes numerous research and practice avenues. Future studies should be

longitudinal to capture how technology impacts academics. We might study how Mobile Management Information Systems (MMIS) change, how they affect work-life balance and job satisfaction, and how teachers adjust. To better understand technology integration and teacher well-being, a longitudinal study would identify trends, patterns, and causal relationships. In future research, other variables may reduce these findings. Teacher differences, leadership styles, and corporate culture may affect MMIS work-life balance and job satisfaction. Understanding these moderating factors would explain technology's complex impact on teacher results. Explore MMIS-coping strategies for instructors. Institutions and politicians may improve system accessibility, technology integration training, and workplace welcome. These approaches may help university lecturers balance work and life and be happy as technology advances.

IMPLICATIONS

Practical Implications

The study's findings can help universities, administrators, and policymakers improve professors' well-being and job satisfaction during MMIS integration. Instructional practices, system accessibility, and technology experience affect work-life balance and job satisfaction, research shows. Institutions should prioritise user-friendly, efficient MMIS platforms that meet teachers' needs. Technology training helps educators use MMIS effectively, improving work-life balance and job satisfaction. Remote work, flexible scheduling, and technology guidelines are needed by faculty. The research can help administrators support new and experienced teachers. With teaching experience and technology, MMIS lets schools customise training and professional development. Increases job satisfaction and tech integration. Work-life balance can be promoted by administrators offering flexible work arrangements and communicating technological expectations. Instructors get MMIS challenge feedback and help. Policymakers must consider cultural and environmental factors when addressing MMIS's impact on educators. Localised solutions boost tech adoption. Policymakers should address the digital divide and culturally appropriate training to provide MMIS resources to all teachers. Sharing policies, recommendations, and implementation steps helps diverse regions adopt technology. Consider these findings in light of educational technology theories, especially technology integration models and outcomes.

Theoretical Implications

This study looks at MMIS, work-life balance, and job satisfaction among university professors. Educational technology theories are predicted by factors such as technical experience, instructional skill, and system accessibility. While tech-savvy educators are valuable, system accessibility is the focus of this study. The Technological Pedagogical Content Knowledge (TPACK) framework debate states that teacher experiences and demands—particularly in MMIS—must be taken into account when integrating technology. The moderating effects analysis of the study modifies the teacher outcomes and technology hypothesis. For some, teaching and technology may negatively impact MMIS, work-life balance, and job satisfaction. According to TAM, acceptability and use of technology are determined by human concepts and experiences. Survey: Personal characteristics influence job satisfaction, work-life balance, and technology adoption. Thirdly, studying China's academic conditions is necessary for globalizing technology in education theoretical frameworks. This study looks at the cultural and contextual effects of MMIS concepts on instructors because many of them are Western in origin. The results of the study are explained by GTE and CHAT, which highlight inequalities in education and culture. This study draws attention to system accessibility in discussions on educational technology. Technology and easily available systems enhance work-life balance. This facilitates the use of technology in the classroom and upholds technology integration models. The study supports the comprehensive educational benefits of technology integration by highlighting these components' influence on university professors' job satisfaction and overall well-being.

CONFLICT OF INTEREST

The authors declare there is no potential of conflict of interest.

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APPENDIX-I

Questionnaire for Assessing the Contribution of Mobile Management Information Systems (MOBILE MANAGEMENT INFORMATION SYSTEMS) to Work-life Balance and Job Satisfaction among University Teachers in China

This questionnaire aims to investigate the relationship between MOBILE MANAGEMENT INFORMATION SYSTEMS use, system accessibility and efficiency, and university teachers' work-life balance and job satisfaction in China. Please answer each question honestly and to the best of your ability. Your responses will remain confidential and be used only for research purposes.

Background Information

1. Teaching experience: How many years have you been teaching at the university level?

- 0–5 years
- 6–10 years
- 11–15 years
- 16–20 years
- More than 20 years

2. Technology experience: How comfortable are you using technology in your professional and personal life?

- Not at all comfortable
- Somewhat comfortable
- Neutral
- Somewhat comfortable
- Very comfortable

Mobile Management Information Systems (MOBILE MANAGEMENT INFORMATION SYSTEMS) Use

3. Does your university currently use a mobile management information system (MOBILE MANAGEMENT INFORMATION SYSTEMS) for faculty tasks?

- Yes
- No

4. If yes, how frequently do you use the MOBILE MANAGEMENT INFORMATION SYSTEMS on a daily basis?

- Never
- Rarely (once or twice a week)
- Sometimes (three to five times a week)
- Often (daily)
- Very often (multiple times a day)

5. What tasks do you typically use the MOBILE MANAGEMENT INFORMATION SYSTEMS for (please select all that apply)?

- Checking course schedules and materials
- Communicating with students and colleagues
- Accessing grades and attendance records
- Submitting course assignments and reports
- Completing administrative tasks

6. How satisfied are you with the overall accessibility of the MOBILE MANAGEMENT INFORMATION SYSTEMS?

- Very dissatisfied
- Dissatisfied

- Neutral
- Satisfied
- Very satisfied

7. How satisfied are you with the overall efficiency of the MOBILE MANAGEMENT INFORMATION SYSTEMS?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

Work-life Balance

8. To what extent do you feel you have a good balance between your work and personal life?

- Very poor balance
- Poor balance
- Neutral
- Good balance
- Very good balance

9. How often do you experience work-related stress that impacts your personal life?

- Never
- Rarely
- Sometimes
- Often
- Very often

10. How often do you feel you have enough time for your personal responsibilities outside of work?

- Never
- Rarely
- Sometimes
- Often
- Very often

Job Satisfaction

11. Overall, how satisfied are you with your job as a university teacher?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

12. To what extent do you feel your job is meaningful and contributes to society?

- Not at all
- Somewhat
- Neutral
- Somewhat
- Very much

13. How likely are you to leave your current teaching position in the next year?

- Very likely
- Somewhat likely
- Neutral
- Somewhat unlikely
- Very unlikely